DOCUMENT RESUME

ED 080 427 SO 006 080

AUTHOR	Carlson, Kathleen, Ed.
TITLE	International Peace Studies Newsletter. Volume 2, Number 3.
INSTITUTION	Akron Univ., Ohio. Center for Peace Studies.
PUB DATE	73
NOTE	5p.
AVAILABLE FROM	International Peace Studies Newsletter, Center for Peace Studies, the University of Akron, Akron, Ohio 44325 (free)
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Educational Programs; Higher Education; *Newsletters; *Peace

ABSTRACT

This newsletter, published three times a year, is designed to disseminate information on peace studies activities and programs in colleges and universities. Typical issues include descriptions of many peace studies programs on campuses; continuous listings of people and organizations that welcome materials on existing courses and programs; news of the Consortium on Peace Research, Education, and Development (COPRED) activities; announcements of conferences and meetings; descriptive statements on newsletter, journal, abstract and series publications; a feature article; and a brief job registry. The feature article in this issue provides suggestions which are based on experience at several campuses for starting a peace program. Another brief article discusses and analyzes the peace studies role. (SJM)

INTERNATIONAL PEACE STUDIES NEWSLETTER

PUBLISHED BY: CENTER FOR PEACE STUDIES • THE UNIVERSITY OF AKRON

DIRECTOR: WARREN F. KUEHL EDITOR: KATHLEEN CARLSON

Vol. 2 No. 3 Spring, 1973

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED 080427

SP 006 080

PEACE STUDIES PROGRAMS

BETHEL COLLEGE

Bethel College has inaugurated a peace studies program in the form of a "double major" to be pursued in conjunction with another field of study. It will include curricular work plus an off-campus internship program. Details are available from Duane K. Friesen, Bethel College, North Newton, KS 67117.

THE CENTER FOR PEACEFUL CHANGE

Kent State University has developed a major in integrative change, a degree program within the college of arts and sciences. It will be "integrative of the various disciplines as well as the cognitive and experiential dimensions of human learning." The program will focus "on the dynamics of peaceful change in human systems." Information can be obtained from Dr. Raghbir Basi, Center for Peaceful Change, Kent State University, Kent, OH 44242. An "occasional newsletter" of the Center is also available on request.

THE UNIVERSITY OF AKRON

The Center for Peace Studies is offering a new multidisciplinary course this spring on "Value Concepts on Peace and War." It involves nineteen faculty members from seven colleges within the university—engineering, law, nursing, fine and applied arts, business administration, arts and sciences, and education. Outlines and requirements are available from Warren F. Kuehl, The University of Akron, Akron, OH 44325.

CORNELL UNIVERSITY

The Cornell Peace Studies Program, started in 1970, directs its efforts to teaching and research on the moderation or avoidance of war and of the multi- implications of such progress toward peace. Support for the program has generally avoided government funds as a matter of policy, and all research is unclassified and published. The educational program centers on interdepartmental seminars and conferences that involve faculty, graduate and undergraduate students. These are supplemented by regularly offered courses relevant to peace studies. Occasional papers and reprints reflect the research of scholars affiliated with the program. For further information, write George H. Quester, Director, Peace Studies Program, Cornell University, Ithaca, NY 14850.

SYRACUSE UNIVERSITY

The Nonviolence Studies Program at Syracuse involves a three-credit lecture course, "Introduction to the Intellectual History of Nonviolence," combined with a variety of one-credit workshops. Emphasis is upon three areas of study: the peace movement's history; how nonviolence can be used as a vehicle for social change; and how the peace movement can be used to find creative answers to personal problems. The workshops focus on relevant questions such as: "The Middle East—Are Nonviolent Alternatives Possible?" and "Vietnam and the Pentagon Papers." Contact Neil Katz, 249 Physics Building, Syracuse, NY 13210.

RICE UNIVERSITY

Rice is developing an ongoing peace studies curriculum. A formal program does not yet exist; however, interested faculty in the history, political science and sociology departments are working to provide interdisciplinary and core courses and informal counseling to students seeking strong preparation in international peace. It has introduced courses on "Peace Movements in America" and "Sociological Approaches to War and Peace." For information on further developments, contact David S. Patterson, Department of History, Rice University, Houston, TX 77001.

INSTITUTE FOR THE STUDY OF PEACE

In its continuing efforts at community involvement, the Institute for the Study of Peace at Saint Louis University assumed a major project in peace education. At the request of the Catholic School Office in St. Louis, the Institute prepared a teacher-training program for the area's elementary and high school teachers. Saint Louis University has also added teacher certification for peace studies majors. For more detailed information, write to Jim McGinnis, Director, 221 North Grand Boulevard, St. Louis, MO 63103.

PERSONS INTERESTED IN PROGRAMS

The *Newsletter* will continue to print names of people and organizations that welcome materials on existing courses and programs.

Robert J. Warren
Social Science Division
Johnson State College
Johnson, VT 05656

Bob Olivia
Catholic Peace Fellowship
339 Lafayette Street
New York, NY 10012

Jeffrey H. Nolte
Eastern Montana College
Billings, MT 59101

Duane K. Friesen
Bethel College
North Newton, KS 67117

Sister Mary Thomas, R.D.C.
College of White Plains
North Broadway
White Plains, NY 10603

Alvin Sunseri
Department of History
University of Northern Iowa
Cedar Falls, IA 50613

J. K. Morrison
Department of Political Science
University of Utah
Salt Lake City, UT 84112

Father Benet Hanlon, O.S.B.
Religious Studies Department
Benedictine College
Atchison, KS 66002

Don LeFave
Social Science Division
Yuba College
Marysville, CA 95901

PUBLISHED LISTS OF PROGRAMS

COPRED has a booklet listing its members with descriptions for most of them of program activities. It is available from the COPRED Secretariat, Institute of Behavioral Science, University of Colorado, Boulder, CO 80302.

[Continued on page 2]

FILMED FROM BEST AVAILABLE COPY

The Academy for Educational Development and the Schweppe Research and Education Fund has prepared a 38-page booklet on *Organizations in Peace and Conflict Research.* It is the result of two years of gathering information. Prices are $2 for the first copy and $ .50 for additional ones. Write Resolving International Disputes Project, Academy for Educational Development, Inc., 680 Fifth Avenue, N.Y., NY 10019.

The 1973 *Yearbook* of International Organizations, pages 891-95, published by the Union of International Association, 1, rue aux Laines, 1000 Bruxelles, Belgium, contains a list of foundations and institutes concerned with peace studies and international relations programs.

SPECIAL PROGRAMS

The Brooklyn Center of Long Island University and the International Peace Academy have organized a graduate program in peacekeeping. It will be interdisciplinary in nature with two six-week sessions, running June 10-July 20, and July 21-August 31. The latter session will be conducted abroad. Call the Graduate Admissions Office, Peacekeeping Summer Program, Long Island University, Brooklyn Center, Brooklyn, NY 11201.

Kent State University's Center for International and Comparative Programs, in cooperation with several groups, has organized a Geneva Semester on the United Nations System for September 17, 1973-February 1, 1974. It will include a basic course of study combined with seminars, lectures, travel, and observations of UN activities in Geneva. The cost, including transportation, tuition, and fees, is $2,200. Financial aid awards are available depending upon circumstances. Write Raga S. Elim, Kent State University, Kent, OH 44242.

PEACE PROGRAMS AND THE GOVERNMENT

Several efforts to involve the federal government in peace studies are currently being explored. The Council for a Department of Peace reports that President Nixon has considered creating a Department of Peace as part of his reorganization plans. It would apparently be designed to study crises and help resolve differences before they reach a conflict stage. Further information is available from the Council, 110 Maryland Avenue, N.E., Washington, DC 20002. Plans to reorganize the federal government also may include a program for the direct democratic election of the U.S. representative to the UN. Dr. Roger Brittain, 45 Black Rock Avenue, Bridgeport, CT, can provide information to those interested. Representative John S. Seiberling of the 14th Congressional District of Ohio has introduced several bills to provide funds for peace research. He is currently developing a proposal that one percent of the amount for military appropriations be allocated to peace research.

COPRED NEWS AND ACTIVITIES

The 1973 Annual Meeting of the Consortium on Peace Research, Education and Development (COPRED) was held April 12-15, 1973, at the LaPointe Center, Windsor, Canada, with over 90 persons in attendance. The complete report of the meeting will be ready in a few weeks for distribution to Council members, participants and individual members.

The following excerpts are from the Executive Director's (Paul Wehr) Report to the COPRED Council.

Recent Growth and Current Resources

Since last year's Council meeting, COPRED's institutional membership has increased from 71 to about 85. If one considers that the secretariat did no formal soliciting of new members, we have some indication of both the current interest in the field and the untapped potential to be cultivated. Our membership in the South and West, however, is sparse and we intend to work more in those regions next year.

The fact that COPRED business was carried on from three offices (Boulder, Haverford and New York) did inhibit integration, although my physical presence at the Institute for World Order facilitated much good COPRED/IWO cooperative programming and was very beneficial to the development of the field. The consolidation of the secretariat in Boulder during the coming year will, however, be very helpful.

Future Development Directions

As a consortium of a wide range of organizations engaged in study, research or action on peace-related problems, COPRED continues to play an integrating role. The majority of our members being academic institutions, it is natural that COPRED activity is currently focused on the study and research of peace. While COPRED seeks to legitimize the more conventional types of peace-related scholarship and teaching, many of which the established disciplines should be but are not very concerned with, e.g.: (1) the development of transnational institutions (identifying and analyzing those which inhibit and those which facilitate world order and justice); (2) clarifying the relationship between positive peace and social, political and economic development and exploitation; (3) evolving a set of indicators of world order by which advancement and regression are measurable; (4) refinement of peace and conflict forecasting techniques; (5) the development of alternative institutions relevant to peace-making, such as civilian defense and nonviolent forms of struggle against oppressive social and political systems.

While the focus of our activity remains primarily within the formal educational process, we will be increasingly concerned in future program-building with the problems of applying peace-related knowledge.

COPRED Calendar, 1973-74

A preliminary schedule of COPRED-related activities includes:

October 18-20, 1973—COPRED EXECUTIVE COMMITTEE MEETING, University of Illinois, Urbana, IL.

November 5-7, 1973—Peace Science Society (International) COPRED Sessions, November 6 and 7, Boston, MA.

January 3-7, 1974—International Peace Research Association Biennial Conference, Delhi, India

March 14-18, 1974—COPRED EXECUTIVE COMMITTEE MEETING, International Studies Association, New Orleans, LA.

May, 1974 (date indefinite)—COPRED COUNCIL MEETING

PEACE SCIENCE SOCIETY (I)

Second Annual Meeting

The Patterson School of Diplomacy and International Commerce hosted the Second Annual Conference of the Peace Science Society (International) Southern Division at Lake Cumberland State Park. Almost 100 peace researchers met for three days, April 18-20, to share proposals in peace studies. The conference included research papers from scholars, representing more than ten regional institutions, as well as panels organized by COPRED, the Peace Studies Group of the International Studies Association, and the World Law Fund. Mickey East and his staff coordinated a well-balanced meeting that appealed to the many disciplines present. For a complete report, contact the Patterson School at the University of Kentucky, Lexington, KY. 40506.

STARTING A PEACE PROGRAM

Suggestions based on experience at several campuses

1. *Survey existing courses.* Take your college catalog and examine offerings for courses which have a direct bearing on peace and world order issues. Don't neglect ecology, human aggression, international sociology, social change, the literature of utopias, or even international relations and international law courses—all might be relevant. But don't stop there—an examiniation of the actual syllabi is a must if you want to know the real contents of courses. Look at the whole list from the point of view of the student. In what ways do the various offerings fit together?

2. *Survey your faculty and students.* You can begin with the faculty who teach relevant courses already in your catalog. The key question is, can you find enough energetic, interested and committed people to form a core group that could be able to devote substantial amounts of time to new course development, administration of a program, fund-raising (when necessary), the faculty politics of introducing an innovative program, and so on. Don't overlook your students, who are potentially the best source of energy and innovative educational ideas. Try to get a feeling for the strength of potential student interest through informal conversations with as many people as you can reach.

3. *Find out how to introduce a new course, major or concentration program.* What are the formal and informal processes of course and program approval? Whose support do you need? Often it's wise to consult these deans and administrators early, at least to determine their general attitudes. A sympathetic dean is your best ally. But be prepared with hard information about the potential faculty resources, potential student interest, and the peace education movement on other campuses.

Decide: Is a new program or course a feasible goal? Remember that there are other ways to introduce peace subjects to the curriculum, through revisions of existing courses or simply by adopting new teaching materials. Starting a program is one choice among many; is it the best for your campus situation?

4. *Get the ball rolling.* You need to pull people together to generate interest in a peace program, to develop a rationale, and to delegate responsibilities. Above all, you must establish a small core group that will give continuity to the program and share in its design. Many different strategies have worked in this respect: a lecture by a known speaker can serve as a focal point to bring people together; a meeting of potentially interested people with a resource person from an established peace organization or another peace studies program not only generates interest, but provides practical advice; a continuing seminar on peace and world order issues exposes alternative points of view and establishes an academic setting where a common perspective (and group loyalty) on peace studies can develop. The tactics will vary from place to place, but the principle is the same: create an event that will attract people concerned with the problems of peace and war, and use the occasion to enlist their support and invite their participation.

5. *Learn.* You can save a lot of time and energy if you learn from the mistakes people have made—and the successes they have had—in reforming curricula on other campuses. Face to face meetings are best, but you can also learn from publications like the World Law Fund *Progress Report,* from peace education workshops and from descriptive material on other programs available from the Fund, from the Consortium on Peace Research, Education and Development (address: Institute of Behavioral Science, University of Colorado, Boulder, CO 80302), and from program directors themselves.

6. *Plan.* It may be a single new course in peace studies, a series of new courses, changes in existing courses, or a whole program of learning experiences combining these course reforms with independent study, field work, etc., leading to a major or a minor. You have to decide on the best short-term goals for your own situation. Whatever the goal, good planning is terribly important—it must be a cooperative process which attempts to involve all interested faculty; and it should take advantage of students as the best resources available on student needs and interests. As a group, you will want a clear statement of what is needed on your campus, why, and what specific measures would practically fill the need. At large universities you may have to make a formal proposal to the dean, faculty, curriculum committee, university senate or similar authority. (The World Law Fund has on file proposals prepared by groups at several institutions. We would be happy to share these with you.) Smaller institutions generally have less formal procedures. Remember that the strongest forces in your favor are clearly demonstrated student interest, a committed group of faculty and a well-conceived program design.

7. *Try to Avoid.* Here are some of the common errors made in designing peace programs:

A. The Duck Soup program—a little bit of everything, no common framework or perspective, little effort by participating faculty to learn from each other and make their disciplines relevant to a core set of issues.

B. The Name Only program—one or two new courses and an amalgam of existing, and traditional, courses. There is nothing worse than a peace program that is really only a renamed I.R. program. A good peace program will require creating some new courses within a coherent, normative framework.

C. The "Head" program—all action, all feeling, all experience, little substance. A program without reading and thinking, without a variety of points of view, without focus, discipline and structure will not last.

D. The Parochial program—nothing but urban conflict, or nonviolence, or world law, or conflict resolution, or human aggression. Good courses and programs should be based on the creative integration of several of these perspectives and bodies of literature.

E. The Professionals-Only program—today, the common practice is to orient undergraduate programs toward the preparation of people for graduate school and then for careers as researchers and college teachers. Peace programs should be at least as concerned with preparing people for work as social change activists, policy makers, community leaders, media people, and just plain citizens of the world. This means courses with an explicit normative dimension and with attention to policy and action issues.

8. *Funding.* Lack of money is often perceived as a major obstacle; its importance is overated where there are committed faculty and sympathetic administrators. Looking for funds beyond your campus may mean extra work; don't do it if there is any alternative. If you do look beyond the campus, consider alumni interested in world affairs, international relations and peace; local and regional foundations concerned with education and public affairs (check *The Foundation Directory,* and *The Foundation News*); and wealthy, concerned individuals in your community. You will not get money from the large eastern foundations unless you teach at a prestigious institution, and even then it's unlikely. You need a brief and attractive proposal explaining plans and giving evidence of faculty resources and student interest. Attach a detailed budget. Form letters mailed with proposals are usually ignored; try to solicit contributions in person to find someone who knows your prospect who can introduce you. Don't be frustrated if your prospects turn you down. Fund-raising requires doggedness and perseverance, but if you have a solid proposal and good people, the effort is worth it.

Michael Washburn, Institute for World Order

PEACE STUDIES ROLE

The fall 1972 issue of the *International Peace Studies Newsletter* published the "Grindstone Statement" on the purposes of peace studies. As an article of faith, of motivation, and of direction, it deserves continuing analysis and discussion.

The Statement is deficient for the same reason that many Peace Studies programs are deficient: there is no clear, overriding sense of purpose. The opening of the Statement says that the purpose of peace studies is to study peace. Is it? Isn't that study the *means* to something else? I would suggest that the purpose of this study is to help *guide action* for the enhancement of human welfare. It is important to go beyond understanding to actually do something about the problems with which we are concerned.

The confusion between means and ends is especially evident when it is argued that "the mathematical approach is necessary in the understanding of present world systems and in the development of future systems." Of course, it is not necessary, and it is clear that a preoccupation with overly formalistic tools can draw attention away from pressing problems. A clearer formulation of the ends that were to be pursued with the different tools we have available will help us to know when the tools do or do not help. And we should be alert to the fact that the assertion that a given approach *could* help is not equivalent to claiming that it does help.

Virtually every branch of human knowledge is listed as relevant to peace studies. Is there no end to the background knowledge I must have before I can get to the foreground? What is not included in peace studies? If, indeed, "the study of peace lies not in any one scholar's domain, but is rather the unifying thread that joins all concerned educators together," then what is the distinctive quality that justifies the creation of peace studies programs?

There neither can nor should be one common answer for all programs, or for all peace studies scholars, but each of them should have a clear and coherent answer to help in deciding what to do and what not to do. Peace studies should be devoted to serving specific human values through deliberate, thoughtful action. I have my own special interests, and pet means, within that definition. Others should figure out their own answers.

Professor George Kent
University of Hawaii

(The *Newsletter* invites additional comment on this and related subjects from readers.)

MATERIALS

Newsletters, Journals, Abstracts and Series Publications

War/Peace Report, a product of the Center for War/Peace Studies of the New York Friends Group, Inc., is published bi-monthly at a rate of $1.25. It aims at presenting "fact and opinion on progress toward a world of peace with justice." Contributing authors reflect an international composition. The *Report* includes articles and analyses of current world situations. Individual subscription is $8. Write Gordon and Breach, 440 Park Avenue South, New York, NY 10016.

Additional information on World Order Models and programs is available through Progress Reports. Michael Washburn, director of the University Program, would like to receive syllabi and materials on peace courses. The Fund also has a valuable publication on "Ways and Means of Teaching About World Order," which describes techniques and teaching materials. While directed to the secondary level, it contains valuable information for college courses. Write Institute for World Order, 11 West 42 Street, N.Y., NY 10036.

Information on the World Order program at the University of Hawaii is available through a Newsletter. The latest issue as well as back copies are available by writing Professor George Kent, Political Science Department, University of Hawaii, Honolulu, HI 96822.

Subscriptions at $12 for individuals to *The Journal of Conflict Resolution* can be obtained from Sage Publications, Inc., P.O. Box 776, Beverly Hills, CA 90210. The *Journal*, which focuses on international conflict, prints articles on "social scientific research and theory on human conflict." It welcomes manuscripts on innovative applications and basic research applicable to several disciplines. These should be sent in triplicate to the editorial offices, 124 Prospect Street, Yale University, New Haven, CT 06520.

An incorrect address was printed in the winter issue of *Peace Research Abstracts Journal* and *Peace Research Reviews Journal*. Correspondence should be directed to 25 Dunana Avenue, Dundas, Ontario, Canada.

The first issue of *International Interactions: A Transnational Multidisciplinary Journal* has appeared under the editorship of Edward E. Azar of the University of North Carolina at Chapel Hill. It will publish articles, research notes, and reviews designed "to expose and explore the patterns of cooperation, conflict, and interdependence on Spaceship Earth," and in so doing bridge the gap between scholars in varying disciplines. Individual subscriptions of $12 can be obtained through Gordon and Breach, 42 William IV Street, London WC2, England.

Teach Peace is a bi-monthly mimeographed newsletter of the Peace Education Center of 396 Cedar Lane, Teaneck, NJ 07666. It is especially useful for elementary and secondary programs with sections on lists of resources, songs, teaching aids, and workshop activities.

Bibliography

The International Relations Program at Syracuse University prepared a learning package designed to introduce "the systematic study of the role of international institutions in interactions among states," called "Dyadic (two-party) Disputes Before the Permanent Court of International Justice, the International Court of Justice, the League of Nations, and the United Nations: Analytical and Empirical Materials." The package contains relevant bibliography and suggestions on what types of analysis might be undertaken. Write to the International Relations Archives, Inter-University Consortium for Political Research, P.O. Box 1248, Ann Arbor, Michigan 48106.

The 1972 spring edition of the Stanford *Journal of International Studies* is devoted to arms control. It is an interdisciplinary volume published annually by Stanford Law School and is edited by law students in the tradition of law reviews. It is to be used as a basic text in a Stanford course on arms control. The volume can be purchased for $2.95. Write to Stanford Law School, Stanford, California 94305.

An article by Johan Galtung in the September, 1972, issue of the *Journal of World Education* explores the reasons for the expanding interest in education for peace. Information regarding membership in the Association of World Colleges and Universities, which includes the *Journal* is available from Leah R. Karpen, 3 Harbor Hill Drive, Huntington, New York 11743.

The World Without War Council, 1730 Grove Street, Apartment B, Berkeley, California 94709, now has a compiled list of over 600 books it distributes; it also has its own publication program. A copy of its "World Without War Publications: Purposes and Standards" is available without charge.

The Council on Religion and International Affairs, 170 East 64th Street, New York, New York 10021, has collected a publications list of pamphlets useful to persons teaching courses on war and peace. These apply to specific geographical areas, to general questions on morality and ethics and to contemporary problems related to nuclear war, foreign aid, militarism and policy-making.

Manchester College's Peace Studies *Bulletin* contains the compiled papers of its April, 1972, conference on "The Role of the University in the Development of

[Continued on Page 4]

Peace." The articles emphasize the areas of peace in which education has played an active part. Copies are available at $1 each by contacting the Institute for the Study of Peace, Husslein Hall, 3801 West Pine, St. Louis, Missouri 63103.

The Journal of Conflict Resolution published a special issue in December, 1972—"Peace Research In Transition: A Symposium," which marks the end of two decades in which organized peace research has become a rapidly expanding worldwide interdisciplinary movement. The editors have presented an overview of peace research development and raised some vital questions about priorities for the future. Single copies are $5 each. Write: *Journal of Conflict Resolution,* Sage Publications, Inc., 275 South Beverly Drive, Beverly Hills, California 90212.

The Politics of Nonviolent Action by Gene Sharp is a definitive work on the nature of nonviolent struggle as a social and political struggle. This comprehensive book identifies 198 specific methods of action that challenge the ultimate power. It is available at $24.95 from Porter Sargent, Publisher, 11 Beacon Street, Boston, Massachusetts 02108.

Education for Peace: An Untried Road by Lyman L. Ross is available from the author, 444 North Clay Avenue, Kirkwood, MO 63122, for $2. This 100-page paperback explores a variety of aspects on the need for peace education and presents common-sense approaches and rationales on how to proceed. It is primarily directed toward community-oriented efforts.

The Academy for Educational Development, Inc., 437 Madison Avenue, N.Y., NY 10022, has available a brochure on "Resolving International Disputes." This describes a project on International Negotiation and Mediation which the Academy has begun. Further information is available from Dale Christensen of the Academy.

JOB REGISTRY

A new service provided by the International Peace Studies Newsletter will list both job openings and applicants for positions in peace-oriented areas. Any further correspondence should be conducted by the individuals and organizations involved. Applicants should send a brief statement of less than 50 words for inclusion.

Milton S. Katz, Ph.D., seeking position in peace-conflict studies program for fall, 1973. Can also teach interdisciplinary courses in American studies, American history, social science. Please contact: 882 College Parkway #203, Rockville, MD 20850. Phone: 301-424-4966.

Alan Letts, seeks college teaching position in religion and/or peace studies. B.A. (Haverford College), B.D. (Yale), 4th-year Ph.D. candidate (Religious Studies, Yale). Main interests: nonviolence and pacifism, theology, ethics. Ethics instructor at Connecticut College (1973). Please contact: Alan Letts, 305 Linden Boulevard, #F-14, Brooklyn, N.Y. 11226. Phone: 212-287-3229.

Roger E. Sappington, Ph.D., is seeking a position in peace studies program at the college level. Authority on Church of the Brethren and historic peace churches and non-resistance movements, 15 years experience, extensive publications. Interested in teaching, research, or administrative position. Write to: 28 College Woods Drive, Bridgewater, VA 22812.

Larry W. Arnold, J.D., with background in law and sociology and with computer skills is seeking position related to childhood development of moral, political or legal attitudes. Completing M.A. program at University of Denver with thesis on "Socialization of Children to the Global System." Interested in research, teaching, or curriculum development.

The World Without War Council of the United States has an intern program of work/study. Write the World Without War Intern Program, 1514 Northeast 45th Street, Seattle, WA 98105.

The American Friends Service Committee's Community Peace Action Program is seeking an Associate Director of Work with Educational Institutions. With emphasis in secondary and elementary schools, a person is needed with teaching experience at one or both those levels and with a general knowledge of the peace, international and local education fields.

The Student (Advisory) Committee on International Affairs, Suite 503, 1717 Mass. Avenue, N.W., Washington, DC 20036, has prepared a listing of "Job Openings in Washington or in Your Community." These are Committee staff member positions with salaries of $8,000.

CENTER FOR PEACE STUDIES
THE UNIVERSITY OF AKRON
AKRON, OHIO 44325

NON-PROFIT ORGANIZATION
BULK RATE
U.S. POSTAGE PAID
AKRON, OHIO
PERMIT NUMBER 222

0002511 09 1
MRS VIOLET WAGENER
ERIC CLEARINGHOUSE FOR SS EDUCATON
855 BROADWAY
BOULDER CO 80302

473-PS-004